



Deccan Education Society's

**Fergusson College (Autonomous)
Pune**

Learning Outcomes-Based Curriculum

for 3/4 years B.A /B.A. (Honours)

Programme as per guidelines of

NEP-2020

for

F. Y. B. A. (English)

With effect from Academic Year

2023-2024

Program Outcomes (POs) for B.A Programme

PO1	Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO2	Critical Thinking and Problem solving: Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.
PO3	Social competence: Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.
PO5	Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
PO8	Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

Program Specific Outcomes (PSOs) for B.A English Programme

PSO1	<p>Academic Competence:</p> <ul style="list-style-type: none"> i) Understand the basic concepts in language and literature. ii) Define and distinguish between different concepts studied through their courses. iii) Perceive linguistic and literary nuances in different types of texts. iv) Understand the socio-historical significance of literary texts and their evolution through the representative samples contained in the course v) Acquire a more advanced knowledge of language through a study of different branches of linguistics, and the levels of linguistic analysis viz. phonology, morphology, syntax, semantics, and pragmatics.
PSO2	<p>Personal and Professional Competence:</p> <ul style="list-style-type: none"> i) Develop communicative competence by honing all the necessary skills, viz. listening, speaking, reading, and writing. ii) Develop literary competence to appreciate all types of literature, including popular literature iii) Articulate ideas, thoughts, and opinions effectively in a logical and lucid manner and style iv) Express themselves effectively through written and spoken modes in individual and group activities, viz. writing for academic/business/professional purposes, personal interviews, group discussions, debates, public speaking, making presentations, writing for different media: print, broadcast, and the web
PSO3	<p>Research Competence:</p> <ul style="list-style-type: none"> i) Analyse and evaluate texts critically using linguistic and literary competence. ii) Apply theoretical concepts and practical knowledge acquired through literature courses, and literary theory/criticism course to carry out independent research on texts from outside the syllabus iii) Demonstrate an understanding of basic research tools and methodology while working together on individual/group projects. iv) Undertake minor research related to courses or projects supported under UGC schemes or by the institution, under the guidance of teacher-mentors
PSO4	<p>Social, Value-based Competence:</p> <ul style="list-style-type: none"> i) Comprehend the relationship between literature and life. ii) Integrate the knowledge acquired in the classroom with cross-cutting issues of life, such as human psychology, social and cultural understanding, gender, environment, contemporary social issues, and human values iii) Respond sensitively and responsibly to the local and global issues around them, using the insights gained through literature and the values contained in it for solving issues in their personal lives and in society.

Deccan Education Society's
Fergusson College (Autonomous), Pune
First Year Curriculum as per NEP 2020

**B.A. English
Course Structure**

Semester	Paper	Paper Code	Paper Title	Credits
I	Major	ENG-100	Popular Literature	2
	Major	ENG-101	Introductory Course in English Literature	4
	Minor	ENG-111	Popular Literature	2
	OE-1	ENG -120	Academic Writing and Composition	2
		AEC-101 C ENGLISH - I	Basic English Communication Skills	2
II	Major	ENG-150	Popular Fiction and Film Adaptations	2
	Major	ENG-151	A Study of Fiction	4
	Minor	ENG-161	Popular Fiction and Film Adaptations	2
	OE-2	ENG-170	Media and Communication Skills	2
	VSC-1	ENG-180	Writing for Different Media	2
		AEC-151 C ENGLISH - I	Advanced English Communication Skills	2

**OE – Open Elective, VSC- Vocational Skill Course*

Teaching and Evaluation (Only for FORMAL education courses)

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory / Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	3 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

**Eligibility: As per the rules and regulations of Savitribai Phule
Pune University (SPPU)**

F. Y. B. A. Semester I

F. Y. B. A. Semester I		
ENG-100	Popular Literature (Major- Theory)	Number of Credits: 2
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Understand the basics of different genres of popular literature (both classical and modern) from around the world	1
CO2	Critically examine representative samples/texts related to popular literature for cross-cultural influences and universal human values cutting across the barriers of time and geographical boundaries	2
CO3	Analyse the prescribed texts from linguistic and literary perspective	3
CO4	Develop newer and deeper insights into the sample texts using different critical approaches such as psychological, sociological, feminist, deconstructive, etc.	4

Unit No.	Title of Unit and Contents	No. of Lectures
I	<p>Fables</p> <p>a) Selections from Aesop's fables: i) The Mice in Council, ii) The Spendthrift and the Swallow iii) The North Wind and the Sun</p> <p>b) Selection from Panchatantra: i) How the Rabbit Fooled the Elephant?</p> <p>c) Selection from Jataka tales: i) The Tortoise That Loved His Home Too Much</p> <p>d) Selection from La Fontaine: i) The Man and his Image</p> <p>e) How the Tortoise got his Crooked Shell- A Nigerian Story (Yoruba folklore)</p> <p>(Wherever the original tale is in languages other than English, standard English translations have been prescribed)</p>	10

II	<p>Fairy Tales</p> <p>a) From <i>Grimm's Fairy Tales</i>:</p> <p>i) 'Cinderella'</p> <p>ii) 'Snow White and the Seven Dwarfs'</p> <p>iii) 'Little Red Riding Hood'</p> <p>b) Cinderella Retold:</p> <p>i) From Roald Dahl's <i>Revolting Rhymes</i></p> <p>ii) Francisca Lia's 'Glass'</p> <p>c) Snow White Retold:</p> <p>i) From Merseyside Fairy Tale Collective</p> <p>ii) From Anne Sexton's <i>Transformations</i></p> <p>d) Little Red Riding Hood Retold:</p> <p>i) From Merseyside Fairy-tale Collective</p> <p>ii) Gianni Rodari's 'Little Green Riding Hood'</p>	10
III	<p>Comics and Graphic Novels</p> <p>a) Lewis Carroll and Lewis Helfland: <i>Alice in Wonderland</i> (Graphic Novel)</p> <p>b) <i>Spiderman an Origin Story</i> (Marvel) by Walt Disney Company</p> <p>c) Japanese Manga (in English translation): <i>A Silent Voice</i> (Volume 1) by Yoshitoki Oima (Koe no Katachi Manga)</p>	10

References:

Books:

Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Sexton, Anne. *Transformations*. Boston: Houghton Mifflin, 2001. Print.

Zipes, Jack. *Don't Bet on the Prince: Contemporary Feminist fairy tales in North America and England*. New York, Routledge, 1986. Print.

Zipes, Jack. *The Trials and Tribulations of Little Red Riding Hood*. New York: Routledge, 1993. Print.

Weblinks:

<https://www.gutenberg.org/ebooks/11339> (For Aesop's Fables)

<https://www.gutenberg.org/files/7241/7241-h/7241-h.htm> (For the Fables of La Fontaine)

http://www.columbia.edu/itc/mealac/pritchett/00litlinks/hitopadesha_arnold/index.html

http://www.columbia.edu/itc/mealac/pritchett/00litlinks/panchatantra_ryder/index.html

<https://www.pitt.edu/~dash/jataka.html>

<https://worldstories.org.uk/reader/how-the-tortoise-got-his-crooked-shell/english/246#>

https://www.reddit.com/r/KoeNoKatachi/comments/jzpm8f/read_full_manga_online_best_site/

F.Y. B.A. Semester I		
ENG-101	Introductory Course in English Literature: (Major- Theory)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Memorize the concept of literature and identify the characteristic features of different literary genres	1
CO2	Explain various literary terms in the prescribed literary texts	2
CO3	Examine various literary texts in the light of the theory of the given literary genre	4
CO4	Develop their perspective towards the basic human values and sensibilities learnt through prescribed literary texts in personal and professional lives	6

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Understanding Literature and Literary Genres 1. What is literature? 2. Why do we study literature? 3. Understanding Literary genres	15
II	Poetry: Literary Devices, Tropes and Forms 1. William Shakespeare: That Time of the Year 2. Ode to a Nightingale: John Keats 3. An Old Woman: Arun Kolatkar 4. Still I Rise: Maya Angelou 5. She Walks in Beauty: Lord Byron 6. "Hope" is the thing with feathers: Emily Dickinson	15
III	One Act Play: Concepts and Characteristics 1. A Marriage Proposal: Anton Chekhov 2. Refund: Frigyes Karinthy 3. The Dear Departed: Stanley Houghton	15
IV	Essays: Types and Development 1. Good Manners: J.C. Hill 2. Toasted English: R. K. Narayan 3. On Forgetting: Robert Lynd 4. Selected Snobberies: Aldous Huxley	15

Learning Resources:

1. Rees, R. J. English Literature: An Introduction for Foreign Readers, Macmillan Publishers.
2. Mayhead, Robin – Understanding Literature (Blackie and Sons)
3. Barnett, Susan – Students' Guide to Writing about Literature (Pearson Education)
4. Wainwright, Jeffrey (2004), Poetry: The Basics (Routledge)
5. Ashok Thorat, Zeenat Merchant, B.S. Valke, Z.N. Patil- Poetry And Minor Forms of English Literature (Oxford)
6. Ashok Thorat, Kumar Iyer, Vilas Salunke, Janardan Nair- A Spectrum of Literary Criticism

Web resources:

1. <http://www.poetryfoundation.org/>
2. www.poemhunter.com

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F. Y. B.A. Semester I

ENG-111	Popular Literature (Minor- Theory)	Number of Credits: 2
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Understand the basics of different genres of popular literature (both classical and modern) from around the world	1
CO2	Critically examine representative samples/texts related to popular literature for cross-cultural influences and universal human values cutting across the barriers of time and geographical boundaries	2
CO3	Analyse the prescribed texts from linguistic and literary perspective	3
CO4	Develop newer and deeper insights into the sample texts using different critical approaches such as psychological, sociological, feminist, deconstructive, etc.	4

Unit No.	Title of Unit and Contents	No. of Lectures
I	<p>Fables</p> <p>f) Selections from Aesop's fables: i) The Mice in Council, ii) The Spendthrift and the Swallow iii) The North Wind and the Sun</p> <p>g) Selection from Panchatantra: i) How the Rabbit Fooled the Elephant</p> <p>h) Selection from Jataka tales: i) The Tortoise That Loved His Home Too Much</p> <p>i) Selection from La Fontaine: i) The Man and his Image</p> <p>j) How the Tortoise got his Crooked Shell- A Nigerian Story (Yoruba folklore)</p> <p>(Wherever the original tale is in languages other than English, standard English translations have been prescribed)</p>	10

<p style="text-align: center;">II</p>	<p>Fairy Tales</p> <p>e) From <i>Grimm's Fairy Tales</i>: i) 'Cinderella' ii) 'Snow White and the Seven Dwarfs' iii) 'Little Red Riding Hood'</p> <p>f) Cinderella Retold: i) From Roald Dahl's <i>Revolting Rhymes</i> ii) Francisca Lia's 'Glass'</p> <p>g) Snow White Retold: i) From Merseyside Fairy Tale Collective ii) From Anne Sexton's <i>Transformations</i></p> <p>h) Little Red Riding Hood Retold: i) From Merseyside Fairy Tale Collective ii) Gianni Rodari's 'Little Green Riding Hood'</p>	<p style="text-align: center;">10</p>
<p style="text-align: center;">III</p>	<p>Comics and Graphic Novels</p> <p>d) Lewis Carroll and Lewis Helfland: <i>Alice in Wonderland</i> (Graphic Novel)</p> <p>e) <i>Spiderman an Origin Story</i> (Marvel) by Walt Disney Company</p> <p>f) Japanese Manga (in English translation): <i>A Silent Voice</i> (Volume 1) by Yoshitoki Oima (Koe no Katachi Manga)</p>	<p style="text-align: center;">10</p>

References:

Books:

Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Sexton, Anne. *Transformations*. Boston: Houghton Mifflin, 2001. Print.

Zipes, Jack. *Don't Bet on the Prince: Contemporary Feminist fairy tales in North America and England*. New York, Routledge, 1986. Print.

Zipes, Jack. *The Trials and Tribulations of Little Red Riding Hood*. New York: Routledge, 1993. Print.

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<https://www.gutenberg.org/files/7241/7241-h/7241-h.htm> (For the Fables of La Fontaine)

http://www.columbia.edu/itc/mealac/pritchett/00litlinks/hitopadesha_arnold/index.html

http://www.columbia.edu/itc/mealac/pritchett/00litlinks/panchatantra_ryder/index.html

<https://www.pitt.edu/~dash/jataka.html>

<https://worldstories.org.uk/reader/how-the-tortoise-got-his-crooked-shell/english/246#>

https://www.reddit.com/r/KoeNoKatachi/comments/jzpm8f/read_full_manga_online_best_site/

F.Y. B. Sc. Semester I

ENG- 120	ACADEMIC WRITING AND COMPOSITION (OE-1)	Number of Credits: 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Understand the basic requirements of good written communication in English in formal situations	1
CO2	Recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating, and other academic requirements	2
CO3	Describe a diagram or elaborate information contained in a graph, chart, table and other forms of visual representation	3
CO4	Apply the concepts learnt in the classroom to convey their ideas in simple, acceptable English for academic purposes	4

Unit. No.	Title of Unit and Contents	No. of Hours
I	<p align="center">Introduction to Written Communication</p> <ol style="list-style-type: none"> 1. Introduction to the Writing Process, Characteristic Features of Effective Writing 2. Introduction to the Conventions of Academic Writing, Academic Writing Ethics 3. Developing the art of structuring an argument: Syntheses, Analyses and Evaluation 	10
II	<p align="center">Academic Writing:</p> <ol style="list-style-type: none"> 1. Paragraph writing 2. Essay Writing: Descriptive, Expository and Argumentative essays 3. Note-making and Note-taking 4. Statement of Purpose 	12
III	<p align="center">Report Writing:</p> <ol style="list-style-type: none"> 1. Scientific Reports 2. Other Academic reports 3. Interpreting and describing different types of visual information 	8

Recommended Reading list:

- Bailey, S. *Academic Writing- A Handbook for International Students*. London: Routledge, 2001.
- Craswell, G. *Writing for Academic Success*. New Delhi: Sage, 2004.
- Day, Robert. *How to Write and Publish a Scientific Paper*. New Delhi, Vikas, 1983.
- Eastwood, John. *Oxford Practice Grammar*. Oxford, OUP, 2005.
- Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009.
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies*. New York: CUP, 2nd ed., 1998.
- Jordan, R. R. *Academic Writing Course: Study Skills in English*. Essex: Pearson, 1999.
- Liz Hamp-Lyons and Ben Heasley. *Study writing: A Course in Writing Skills for Academic Purposes* Cambridge: CUP, 2006.
- Gupta, Renu. *A Course in Academic Writing* New Delhi: Orient Black Swan, 2010.
- Wallace, Michael. *Study Skills*. Cambridge, CUP, 2004.

F.Y. B.A. Semester I		
AEC- 101	C ENGLISH-I: Basic English Communication Skills	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Identify deviant use of English both in written and spoken forms	1
CO2	Understand the importance of listening life and develop a keen ear	2
CO3	Use language for speaking with confidence in an intelligible and acceptable manner	3
CO4	Analyse unfamiliar texts independently with comprehension	4
CO5	Assess the importance of writing in academic life	5
CO6	Write coherent paragraphs without committing errors of spelling and grammar	6

Unit. No.	Title of Unit and Contents	No. of Lectures
I	<p>Reading Skills: Factual, Inferential and Evaluative Comprehension: The Avenger- Anton Chekov</p> <p>Listening Skills: for specific information</p> <p>Speaking Skills: Responding imaginatively to situations using 'I would'</p> <p>Writing Skills: Imaginative Writing</p> <p>Vocabulary: Countable and uncountable forms of words and their meaning</p> <p>Grammar: Use of 'would' to talk about imaginative situations</p>	8
II	<p>Reading Skills: For overall idea: Leave this Chanting and singing and Telling of Beads- Rabindranath Tagore</p> <p>Writing Skills: Expressing point of view</p> <p>Vocabulary: Archaic words and Phrases</p> <p>Grammar: Imperatives</p>	7
III	<p>Reading Skills: Factual, inferential and evaluative comprehension: To Know When to Say 'It's None of Your Business'- Mark Mc Cormack</p> <p>Listening Skills: For overall idea</p> <p>Speaking Skills: Saying no, rejecting refusing</p> <p>Writing Skills: Communicating bad news through letters</p> <p>Vocabulary: Phrasal verbs with <i>fill</i> Use of inquisitive or nosy</p> <p>Grammar: Defining relative clauses</p>	8
IV	<p>Reading Skills: For details: The Model Millionaire- Oscar Wilde</p> <p>Listening Skills: For details</p> <p>Speaking Skills: Apologizing</p> <p>Writing Skills: Dialogue Writing, Short Story Writing</p> <p>Vocabulary: Compound words, British coinage, Associated words</p> <p>Grammar: Combing Sentences</p>	7

Prescribed Text: Nair, P Bhaskaran, Pillai and Rajeevan (eds). *Reflections I*. New Delhi: Cambridge University Press, 2008.

Learning Resources:

1. Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman
2. Deuter, M et.al. (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition). New Delhi, OUP
3. Eastwood, John (2008). Oxford Practice Grammar. Oxford, OUP
4. Hadfield, Chris and J Hadfield (2008). Reading Games. London, Longman
5. Hedge, T (2005). Writing. Oxford, OUP
6. Jolly, David (1984). Writing Tasks: Students' Book. Cambridge, CUP
7. Klippel and Swan (1984). Keep Talking. Oxford, OUP
8. Saraswati, V (2005). Organized Writing 1. Hyderabad, Orient Blackswan
9. Swan, Michael. (1980). Practical English Usage. Oxford, OUP
10. Walter and Swan (1997). How English Works. Oxford, OUP
11. Raviya, Hitesh, D. (2013). Mosaic: A Textbook for College Students. Macmillan Publishers India Ltd. Surat.

F. Y. B.A. Semester II		
ENG-150	Popular Fiction and Film Adaptations (Major-Theory)	Number of Credits: 2
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Understand the basics of Popular fiction and its adaptations in varied forms	1
CO2	Critically examine representative samples/texts related to popular fiction and its adaptations for cross-cultural influences and universal human values cutting across the barriers of time and geographical boundaries	2
CO3	Analyse the prescribed texts from linguistic and literary perspective	3
CO4	Develop newer and deeper insights into the sample texts using different critical approaches such as psychological, sociological, feminist, deconstructive, etc.	4

Unit No.	Title of Unit and Contents	No. of Lectures
I	Fiction a) Detective Fiction: Agatha Christie- <i>The Murder of Roger Ackroyd</i> b) Fantasy: J. R. R. Tolkien- <i>The Lord of the Rings: The Return of the King</i> c) Indian Mythology: Amish Tripathi- <i>The Secret of the Nagas</i>	15
II	Film Adaptions a) Science Fiction: Ray Bradbury- <i>Fahrenheit 451</i> b) Romance: <i>Gone with the Wind</i> c) MCU: Wanda Vision	15

References:

Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978.

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in Popular Fiction and Social Change, ed. Christopher Pawling

Tzevetan Todorov, 'The Typology of Detective Fiction', in The Poetics of Prose

Darco Suvín, 'On Teaching SF Critical y', in Positions and Presuppositions in Science Fiction

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in Reading the Romance: Women, Patriarchy, and Popular Literature

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', The New Yorker, 20 June 1945.

F.Y. B.A. Semester II		
ENG-151	A STUDY OF FICTION (Major-Theory)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Define and state the difference between various types of fiction and other forms of literature	1
CO2	Explain the various elements of prescribed as well as other works of fiction	2
CO3	Examine the various socio-political, psychological issues in the prescribed fictional works	4
CO4	Develop their perspective towards the basic human values and sensibilities learnt through the prescribed literary texts	6

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Theory of Fiction: 1. What is Fiction? 2. What is a novella? 3. Difference between Novel and novella 4. Difference between Novel and other forms of literature 5. Elements of Fiction: Story, plot, characters, Setting, Narrative Technique, point of view.	15
II	Forms of Fiction: Autobiographical Novel, Regional Novel, Detective Novel, Popular Fiction, Gothic, Fantasy, Science fiction, Picaresque Novel, Realistic Novel, Historical Novel	15
III	Short Story: 1. The Homecoming- Rabindranath Tagore 2. My Lost Dollar: Stephen Leacock 3. Doors- Chitra Banerjee Divakaruni 4. Three Questions: Leo Tolstoy 5. After Twenty Years: O. Henry	15
IV	Fiction: Chinua Achebe: Things Fall Apart	15

Learning Resources:

1. Abrams M. H. A Glossary of Literary Terms (Latest Edition), (Macmillan)
2. Bonall. P (2013), Twenty first century Fiction: A Critical Introduction. Cambridge University Press, New York
3. E.M Forster, Aspects of Novel
4. Hawthorn, J. (2010) Studying Novel. 6th Ed. Atlantic Publication & Distributors P. Ltd. Bloomsbury Academics.
5. Hudson W. H, Introduction to the Study of English Literature
6. Jagannath, S. C. (2010) Studies in English fiction: English Companion. Swastic Publications, Delhi.
7. Marjorie Boulton Anatomy of Fiction
8. Frye Northrop. Anatomy of Criticism
9. Literary Pinnacles; An Anthology of Prose and Poetry, Orient Blackswan
10. Literary Landscapes: An Anthology of Prose and Poetry

F. Y. B.A. Semester II		
ENG-161	Popular Fiction and Film Adaptations (Minor-Theory)	Number of Credits: 2
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Understand the basics of Popular fiction and its adaptations in varied forms	1
CO2	Critically examine representative samples/texts related to popular fiction and its adaptations for cross-cultural influences and universal human values cutting across the barriers of time and geographical boundaries	2
CO3	Analyse the prescribed texts from linguistic and literary perspective	3
CO4	Develop newer and deeper insights into the sample texts using different critical approaches such as psychological, sociological, feminist, deconstructive, etc.	4

Unit No.	Title of Unit and Contents	No. of Lectures
I	Fiction d) Detective Fiction: Agatha Christie- <i>The Murder of Roger Ackroyd</i> e) Fantasy: J. R. R. Tolkien- <i>The Lord of the Rings: The Return of the King</i> f) Indian Mythology: Amish Tripathi- <i>The Secret of the Nagas</i>	15
II	Film Adaptions d) Science Fiction: Ray Bradbury- <i>Fahrenheit 451</i> e) Romance: Gone with the Wind f) MCU: Wanda Vision	15

References:

Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978.

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in Popular Fiction and Social Change, ed. Christopher Pawling

Tzevetan Todorov, 'The Typology of Detective Fiction', in The Poetics of Prose

Darco Suvín, 'On Teaching SF Critical y', in Positions and Presuppositions in Science Fiction

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in Reading the Romance: Women, Patriarchy, and Popular Literature

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', The New Yorker, 20 June 1945.

F. Y. B. Sc. Semester II		
ENG-170	MEDIA AND COMMUNICATION SKILLS OE-2	Number of Credits: 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts	1
CO2	Practise different skills related to various types of media writing	2
CO3	Demonstrate their familiarity with the new media, its techniques, practices of social media and multimedia	3
CO4	Critically analyze the ways in which the media reflects, represents and influences the contemporary world	4
CO5	Apply the skills learnt in the classroom in real-life situations	5
CO6	Create digital content of different types	6

Unit. No.	Title of Unit and Contents	No. of Hours
I	Introduction to Mass Communication 1. Mass Communication and Globalization 2. Forms of Mass Communication	4
II	Media Writing 1. Distinction between Print and Broadcast Journalism 2. Writing News Reports 3. Editing for Print and Online Media 4. Blog Writing 5. Media Ethics	10
III	Digital Content Creation 1. Power-point 2. Photo essay 3. Short videos/films 4. Podcast	10

IV	Advertisements	6
	<ol style="list-style-type: none"> 1. Advertising ethics 2. How to create non-commercial advertisements/posters 3. Microcopy 	

Recommended Reading List:

- Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.
- Bernet, John R. *Mass Communication, An Introduction*. New Jersey: Prentice Hall, 1989.
- Bly, Robert W. *The Copywriter's Handbook*. New York: Henry Holt, 2005.
- Dodson, Ian. *The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns*. Wiley, 2016.
- Fiske, John. *Introduction to Communication Studies*. London: Routledge, 1982.
- Miller, Katherine. *Communication Theories: Perspectives, Processes and Contexts*. New York: McGraw Hill, 2004.
- Williams, Kevin. *Understanding Media Theory*. London & New York: Bloomsbury, 2015.
- Mason, Renea, Noah Michael Levine, and Erin deWard. *The Audiobook Book: An Audiobook Production Guide for Indie Authors & Narrators*. Mad Mason: 2017.
- Ruffner, Michael and Michael Burgoon, *Interpersonal Communication*. New York & London: Holt, Rinehart and Winston, 1981.
- Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment and Future*. Boston: Wadsworth Cengage Learning, 2012.
- Strunk, William and E.B. White. *The Elements of Style*. Pearson, 1999.

F.Y. B.A. Semester II		
ENG-180	Writing for Different Media VSC	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Gain the knowledge about the fundamentals of Mass/New media and its role and importance in the fast changing world.	1
CO2	Comprehend the different genres of media and writing for the respective genre.	2
CO3	Develop basic critical and analytical media writing skills.	3
CO4	Acquire competence to effectively structure messages for relevant communication media.	4
CO5	Recognize, critique and produce writing that delivers accurate, clear and concise information applicable to different types of media.	5
CO6	Exhibit competence in writing accurately and creatively for different media.	6

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Importance and Role of Mass media 1. Different types of media 2. Writing process for different media	4
II	Introduction to Media Writing: 1. Fundamentals of Media Writing: Descriptive, Narrative, Objective, and Reflective 2. Writing for Print, Broadcast and Digital Media	8
III	Writing for Journalism and Digital Media: 1. Print Media 2. Broadcast Media	9
IV	Writing for Digital Media: 1. Writing for Web 2. Blogs: Creation and writing 3. Social Media: Writing for Instagram, LinkedIn etc.	9

Learning Resources:

- Stovall, J. G. (2009). *Writing for the Mass Media*. 7th Edition. Boston: Pearson.
- Choudhary, R. (2010). *Media Writing*. New Delhi: Centrum Press.
- Howard, P. (1986). *Perfect your Punctuation*. Melbourne: Longman Cheshire.
- Sinha, P. K. (2006). *Media Writing*. Delhi: Indian Distributors.
- Vander Mey, R. (2004). *The College Writer: A guide to Thinking, Writing and Researching*. Boston: Houghton Mifflin.
- Whitaker, W. R., Ramsey, J. E., & Smith, R. D. (2012). *Media writing: Print, Broadcast, and Public Relations*. New York: Routledge.

F.Y. B.A. Semester II		
AEC-151	C ENGLISH-II: Advanced English Communication Skills	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Read and understand longer pieces of discourse independently	1
CO2	Read and compare two texts for evaluating them	2
CO3	Understand the meanings of English words and use them in appropriate contexts	3
CO4	Write various types of texts	4
CO5	Understand the purpose and process of communication. Identify and overcome barrier to communication	5
CO6	Understand and appreciate the principle of politeness in relation to the speaker/listener in the light of the social norms of communication	6

Unit. No.	Title of Unit and Contents	No. of Lectures
I	Reading Skills: For details Two Gentlemen of Verona- A. J. Cronin Listening Skills: For specific information Speaking Skills: Requesting, suggesting Writing Skills: Characterization and description, narration Vocabulary: Similar adjectives Grammar: Direct speech and reported speech	8
II	Reading Skills: For overall idea: The Town by the Sea- Amitav Ghosh Speaking Skills: Debating Writing Skills: News reports and feature articles Vocabulary: Synonyms Grammar: Conditional Clauses	7
III	Reading Skills: For overall idea: The Affliction of Margaret- William Wordsworth Listening Skills: For overall idea Writing Skills: Letter of condolence, comprehension: unseen poem Vocabulary: Usages with 'go' Grammar: <i>If</i> for possibility	8
IV	Reading Skills: For details and global comprehension: The Boy Comes Home- A. A. Milne Speaking Skills: Debating Writing Skills: Essay Writing Vocabulary: Phrasal words, similar words Grammar: Expressing future time	7

Prescribed Text: Nair, P Bhaskaran, Pillai and Rajeevan (eds). *Reflections I*. New Delhi: Cambridge University Press, 2008.

Learning Resources:

- Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman
- Deuter, M et.al. (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition). New Delhi, OUP
- Eastwood, John (2008). Oxford Practice Grammar. Oxford, OUP
- Hadeheld, Chris and J Hadeheld (2008). Reading Games. London, Longman
- Hedge, T (2005). Writing. Oxford, OUP
- Jolly, David (1984). Writing Tasks: Students' Book. Cambridge, CUP
- Klippel and Swan (1984). Keep Talking. Oxford, OUP
- Saraswati, V (2005). Organized Writing 1. Hyderabad, Orient Blackswan
- Swan, Michael. (1980). Practical English Usage. Oxford, OUP
- Walter and Swan (1997). How English Works. Oxford, OUP
- Raviya, Hitesh, D. (2013). Mosaic: A Textbook for College Students. Macmillan Publishers India Ltd. Surat.
- Kumar Sanjay and Pushpa Lata. *Communication Skills*. New Delhi: Oxford University Press, 2018